

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: UNION CITY	School: Theodore Roosevelt School
Chief School Administrator: SILVIA ABBATO	Address: 4507 Hudson Ave.
Chief School Administrator's E-mail:sabbato@union-city.k12.nj.us	Grade Levels: PK-6
Title I Contact: Lucy Soovajian	Principal: Martha O'Connell
Title I Contact E-mail:lsoovajian@union-city.k12.nj.us	Principal's E-mail:moconnell@union-city.k12.nj.us
Title I Contact Phone Number: 201-271-2289	Principal's Phone Number: 201-348-5971

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_3\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 7,853,024, which comprised 95 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 8,081,792, which will comprise 94 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
New Reading Street Common Core	Reading/ELA	Yes	610	\$60,000

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*\*Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Martha O'Connell	School Staff - Administrators	X	X	Yes	SIGNATURE ON FILE
Steven Hern	School Staff - Administrators	X	X	Yes	SIGNATURE ON FILE
Barbara McNerney	School Staff - Administrators	X	X	Yes	SIGNATURE ON FILE
Giselle Espino	School Staff- Bilingual, LEP	X	X	Yes	SIGNATURE ON FILE
Monica Perez	School Staff – Literacy Coach	X	X	Yes	SIGNATURE ON FILE
Sylvia Ocasio	School Staff- Parent Liasion	X	X	Yes	SIGNATURE ON FILE
Lisa Calligy	School Staff – Technology	X	X	Yes	SIGNATURE ON FILE

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)***

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### \*Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/18/2015	Roosevelt	Comprehensive Needs Assessment	Yes		Yes	
6/1/2015	Roosevelt	Schoolwide Plan Development	Yes		Yes	
6/9/2015	Roosevelt	Program Evaluation	Yes		Yes	

*\*Add rows as necessary.*

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	Theodore Roosevelt Elementary is committed to promote student achievement of the New Jersey Core Curriculum Content Standards. The staff works together with families and the community to combine strengths and resources to ensure students academic success.
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Many of the programs were implemented over the last two years, but we were not able to provide some of the professional development we had planned.

2. What were the strengths of the implementation process?

Roosevelt School's faculty and staff were committed to the success of the implementation process. Our extended day program was a true extension of our school day, also including PARCC readiness activities. All activities were aligned with our district curriculum and the new Common Core Standards.

3. What implementation challenges and barriers did the school encounter?

We continue to feel challenged providing professional development on a large scale (grade level). The ability to cove classes after their scheduled collaborative time was difficult. Many felt that the time allotted was not sufficient to process all the information presented.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Our faculty is very committed to the success of their students and their school. They support the mission and vision of our school and work hard to share that vision with their students and their families. One of our weaknesses is the insufficient time for planning and collaboration among grade levels.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?



## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

The school SCiP Committee, The School Improvement Panel would meet and discuss the implementation of the program. Then each member would meet with a grade level at their collaborative meeting to discuss the plan and get their input on how to implement the program.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

While many were excited at the proposed programs, some were also skeptical on how they would be implemented on a school wide basis. Staff was surveyed during collaborative meetings to keep communication open.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Roosevelt School continues to use our monthly parent breakfast/workshops as a way of communicating school activities. Our parents are extremely supportive of any effort aimed at improving their child's education. We also have a very active P.T.O, which assists in communicating with the parents.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Lunch Time Clubs, which were created last year continue to provide students with small group instruction on a cyclical basis. Our target tutoring program was restructured and more students were able to benefit from this small group instruction. Our extended day program also reinforced student's specific needs. Third and Fourth grade students who were enrolled in our Family Friendly program attended an academic extended day before ending in the Family Friendly program.

9. How did the school structure the interventions?

Teacher recommendation/observation as well as Data collected from our district assessments and our DORA/ADAM testing determined how our small groups were structured.

A baseline assessment was administered to our students participating in our SES program at the beginning and at the half-way point of the program. This allowed us the flexibility to move students from one group to another based on their progress.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

10. How frequently did students receive instructional interventions?

Some interventions occurred daily, while others several times during the week. The scheduling was adjusted on an as needed basis.

11. What technologies did the school use to support the program?

To enhance the delivery of instruction, teachers have incorporated technology into their daily lessons. Every classroom was given a smart board to further enhance the use of technology into daily lessons. Our third and fourth grade continue the use of their iPads.

12. Did the technology contribute to the success of the program and, if so, how?

PARCC results for the 2014-2015 school year have not been received. Upon final analysis of those results we will be able to determine the success of our programs.

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	67%	Awaiting results	SES-Title One, DORA, Study Island, In-class target tutoring, Family Friendly Program	We are awaiting the results of our PARCC administration to determine the effectiveness of program.
Grade 5	50%	Awaiting results	SES-Title One, Extended Day, DORA, Book Club	We are awaiting the results of our PARCC administration to determine the effectiveness of program.
Grade 6	46%	Awaiting results	SES-Title One, Extended Day, DORA, Book Club	We are awaiting the results of our PARCC administration to determine the effectiveness of program.
Grade 7	N/A	n/a	n/a	n/a
Grade 8	N/A	n/a	n/a	n/a
Grade 11	N/A	n/a	n/a	n/a
Grade 12	N/A	n/a	n/a	n/a

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	34%	Awaiting results	SES-Title One, DOMA, Study Island, In-class target tutoring, Family Friendly Program, Pearson Successnet	We are awaiting the results of our PARCC administration to determine the effectiveness of program.
Grade 5	33%	Awaiting results	SES-Title One, Extended Day, ADAM, Standards Solution, Math Club	We are awaiting the results of our PARCC administration to determine the effectiveness of program.
Grade 6	21%	Awaiting results	SES-Title One, Extended Day, ADAM, Standards Solution, Math Club	We are awaiting the results of our PARCC administration to determine the effectiveness of program.
Grade 7	n/a	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a	n/a

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 11	n/a	n/a	n/a	n/a
Grade 12	n/a	n/a	n/a	n/a

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1			In-Class support, DORA, Pearson Successnet, Reading program interventions i.e., small group instruction, level readers, differentiated instruction lessons	
Grade 2			Academic Summer Camp, In-Class support, DORA, School Improvement Network, Pearson Successnet, Study Island, Reading program interventions i.e., small group instruction, level readers, differentiated instruction lessons	
Grade 9	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A	N/A	N/A
Kindergarten	N/A	N/A	N/A	N/A
Grade 1			In-Class support, ADAM, Pearson Successnet, new math curriculum, small group instruction	

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

Grade 2			Academic Summer Camp, In-Class support, DOMA, School Improvement Network, Pearson Successnet, Study Island, new math curriculum, small group instruction	
Grade 9				
Grade 10				

# SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Interventions and Strategies

### *Interventions to Increase Student Achievement* – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																		
ELA	Students with Disabilities	SES, DORA, Study Island, District Assessment, Target Tutoring 3 <sup>rd</sup> -6 <sup>th</sup> , Electronic Field Trips, 90 min. block of Reading time, Extended Day Program District PARCC Readiness Intervention Plan  Dyslexia Training: Dibels testing	YES	WIDA ACCESS; DORA, District Benchmark Assessments, Classroom tests, pre and post	<div>English Language Arts - NJ ASK Gr. 3 -5</div> <div>2013-2014 Scores</div> <table><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>50%</td><td>74%</td></tr><tr><td>Hispanic</td><td>49%</td><td>73%</td></tr><tr><td>Ec. Disadvantaged</td><td>50%</td><td>74%</td></tr><tr><td>Special Education</td><td>16%</td><td>31%</td></tr><tr><td>LEP</td><td>41%</td><td>73%</td></tr></table>	Subgroups	ELA % Passing	Math % Passing	Total Population	50%	74%	Hispanic	49%	73%	Ec. Disadvantaged	50%	74%	Special Education	16%	31%	LEP	41%	73%
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Math	Students with Disabilities	SES, DOMA, Study Island, District Assessment, Target Tutoring 3 <sup>rd</sup> -6 <sup>th</sup> , Electronic Field Trips, 90 min. block of Reading time, Extended Day Program District PARCC Readiness Intervention Plan  Dyslexia Training: Dibels testing	YES	WIDA ACCESS; DOMA, District Benchmark Assessments, Classroom tests, pre and post.	<div>2013-2014 Scores</div> <table><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>50%</td><td>74%</td></tr><tr><td>Hispanic</td><td>49%</td><td>73%</td></tr><tr><td>Ec. Disadvantaged</td><td>50%</td><td>74%</td></tr><tr><td>Special Education</td><td>16%</td><td>31%</td></tr><tr><td>LEP</td><td>41%</td><td>73%</td></tr></table>	Subgroups	ELA % Passing	Math % Passing	Total Population	50%	74%	Hispanic	49%	73%	Ec. Disadvantaged	50%	74%	Special Education	16%	31%	LEP	41%	73%
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)																								
ELA	Homeless	N/A	N/A	N/A	N/A																								
Math	Homeless	N/A	N/A	N/A	N/A																								
ELA	Migrant	N/A	N/A	N/A	N/A																								
Math	Migrant	N/A	N/A	N/A	N/A																								
ELA	ELLs	SES,DORA, Study Island, District Assessment, Target Tutoring 3 <sup>rd</sup> -6 <sup>th</sup> , Electronic Field Trips, 90 min. block of Reading time, SIOP,Extended Day Program, Professional Development District PARCC Readiness Intervention Plan  Dyslexia Training: Dibels testing	Yes	WIDA ACCESS; DORA, District Benchmark Assessments, Classroom tests, pre and post.	<table><tr><th colspan="3">2013-2014 Scores</th></tr><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>50%</td><td>74%</td></tr><tr><td>Hispanic</td><td>49%</td><td>73%</td></tr><tr><td>Ec. Disadvantaged</td><td>50%</td><td>74%</td></tr><tr><td>Special Education</td><td>16%</td><td>31%</td></tr><tr><td>LEP</td><td>41%</td><td>73%</td></tr><tr><td colspan="3"></td></tr></table>	2013-2014 Scores			Subgroups	ELA % Passing	Math % Passing	Total Population	50%	74%	Hispanic	49%	73%	Ec. Disadvantaged	50%	74%	Special Education	16%	31%	LEP	41%	73%			
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Math	ELLs	SES Study Island, District Assessment, Target Tutoring 3 <sup>rd</sup> -6 <sup>th</sup> , Electronic Field Trips, SIOP, Extended Day Program, Professional Development District PARCC Readiness Intervention	YES	WIDA ACCESS; DOMA, District Benchmark Assessments, Classroom tests, pre and post.	<table><tr><th colspan="3">2013-2014 Scores</th></tr><tr><td>Subgroups</td><td>ELA % Passing</td><td>Math % Passing</td></tr><tr><td>Total Population</td><td>50%</td><td>74%</td></tr><tr><td>Hispanic</td><td>49%</td><td>73%</td></tr><tr><td>Ec. Disadvantaged</td><td>50%</td><td>74%</td></tr><tr><td colspan="3"></td></tr></table>	2013-2014 Scores			Subgroups	ELA % Passing	Math % Passing	Total Population	50%	74%	Hispanic	49%	73%	Ec. Disadvantaged	50%	74%									
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
		Plan Dyslexia Training: Dibels testing			Special Education	16%	31%
					LEP	41%	73%
ELA	Economically Disadvantaged	SES,DORA, Study Island, District Assessment, Target Tutoring 3 <sup>rd</sup> -6 <sup>th</sup> , Electronic Field Trips, 90 min. block of Reading time, Extended Day Program, Professional Development District PARCC Readiness Intervention Plan Dyslexia Training: Dibels testing	Yes	WIDA ACCESS;DORA, District Benchmark Assessments, Classroom tests, pre and post	2013-2014 Scores		
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Math	Economically Disadvantaged	SES,DORA, Study Island, District Assessment, Target Tutoring 3 <sup>rd</sup> -6 <sup>th</sup> , Electronic Field Trips, 90 min. block of Reading time, Extended Day Program, Professional Development District PARCC Readiness Intervention	Yes	WIDA ACCESS; DOMA, District Benchmark Assessments, Classroom tests, pre and post	2013-2014 Scores		
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**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		Plan Dyslexia Training: Dibels testing			

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### *Extended Day/Year Interventions* – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Family Friendly Gr. 3 & 4 SES Gr. 3 & 4 Extended Day Gr. 5 & 6 Target Tutoring Summer Camp Discovery Gr. 2-6 District PARCC Readiness Intervention Plan	Yes	Classroom tests, pre and post. Standardized test scores, benchmarks. Placement and post-tests for our extended day programs.	2013-2014 Scores
					Subgroups
					ELA % Passing
					Math % Passing
					Total Population
					50%
					74%
					Hispanic
Math	Students with Disabilities	Family Friendly Gr. 3 & 4 SES Gr. 3 & 4 Extended Day Gr. 5 & 6 Target Tutoring Summer Camp Discovery Gr. 2-6 District PARCC Readiness Intervention Plan	Yes	Classroom tests, pre and post. Standardized test scores, benchmarks. Placement and post-tests for our extended day programs.	2013-2014 Scores
					Subgroups
					ELA % Passing
					Math % Passing
					Total Population
					50%
					74%
					Hispanic
ELA	Homeless	N/A	N/A	N/A	N/A
					N/A
					N/A
					N/A
					N/A
					N/A
					N/A
					N/A

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
ELA	Migrant	N/A	N/A	N/A	N/A		
Math	Migrant	N/A	N/A	N/A	N/A		
ELA	ELLs	Family Friendly Gr. 3 & 4 SES Gr. 3 & 4 Extended Day Gr. 5 & 6 Target Tutoring Summer Camp Discovery Gr. 2-6 District PARCC Readiness Intervention Plan	Yes	Classroom tests, pre and post. Standardized test scores, benchmarks. Placement and post-tests for our extended day programs.	2013-2014 Scores		
					Subgroups	ELA % Passing	Math % Passing
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					Special Education	16%	31%
					LEP	41%	73%
Math	ELLs	Family Friendly Gr. 3 & 4 SES Gr. 3 & 4 Extended Day Gr. 5 & 6 Target Tutoring Summer Camp Discovery Gr. 2-6 District PARCC Readiness Intervention Plan	Yes	Classroom tests, pre and post. Standardized test scores, benchmarks. Placement and post-tests for our extended day programs.	2013-2014 Scores		
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					Total Population	50%	74%
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					Ec. Disadvantaged	50%	74%
					Special Education	16%	31%
					LEP	41%	73%
ELA	Economically Disadvantaged	Family Friendly	Yes	Classroom tests, pre and post. Standardized test	2013-2014 Scores		

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)		
		Gr. 3 & 4 SES Gr. 3 & 4 Extended Day Gr. 5 & 6 Target Tutoring Summer Camp Discovery Gr. 2-6 District PARCC Readiness Intervention Plan		scores, benchmarks. Placement and post-tests for our extended day programs	Subgroups	ELA % Passing	Math % Passing
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					Special Education	16%	31%
					LEP	41%	73%
Math	Economically Disadvantaged	Family Friendly Gr. 3 & 4 SES Gr. 3 & 4 Extended Day Gr. 5 & 6 Target Tutoring Summer Camp Discovery Gr. 2-6 District PARCC Readiness Intervention Plan	Yes	Classroom tests, pre and post. Standardized test scores, benchmarks. Placement and post-tests for our extended day programs	2013-2014 Scores		
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### *Professional Development – Implemented in 2014-2015*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Grade Level Collaborative Meeting, Technology Workshops NJCU Common Core Academy	Yes	Teachers Survey Administrators Observation Workshop Evaluations	Observable implementation of new strategies through walkthroughs Evaluation forms that are completed after each Professional Development activity. The majority of evaluations indicate a positive response to workshop.
Math	Students with Disabilities	Grade Level Collaborative Meeting, Technology Workshops NJCU Common Core Academy	Yes	Teachers Survey Administrators Observation Workshop Evaluations	Observable implementation of new strategies through walkthroughs Evaluation forms that are completed after each Professional Development activity. The majority of evaluations indicate a positive response to workshop.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless		N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Grade Level Collaborative Meeting, Technology Workshops NJCU Common Core Academy	Yes	Teachers Survey Administrators Observation Workshop Evaluations	Observable implementation of new strategies through walkthroughs Evaluation forms that are completed after each Professional Development activity. The majority of evaluations indicate a positive response to workshop.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Math	ELLs	Grade Level Collaborative Meeting, Technology Workshops NJCU Common Core Academy	Yes	Teachers Survey Administrators Observation Workshop Evaluations	Observable implementation of new strategies through walkthroughs Evaluation forms that are completed after each Professional Development activity. The majority of evaluations indicate a positive response to workshop.
ELA	Economically Disadvantaged	Grade Level Collaborative Meeting, Technology Workshops NJCU Common Core Academy	Yes	Teachers Survey Administrators Observation Workshop Evaluations	Observable implementation of new strategies through walkthroughs Evaluation forms that are completed after each Professional Development activity. The majority of evaluations indicate a positive response to workshop.
Math	Economically Disadvantaged	Grade Level Collaborative Meeting, Technology Workshops NJCU Common Core Academy	Yes	Teachers Survey Administrators Observation Workshop Evaluations	Observable implementation of new strategies through walkthroughs Evaluation forms that are completed after each Professional Development activity. The majority of evaluations indicate a positive response to workshop.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### *Family and Community Engagement Implemented in 2014-2015*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night Parents' Night Workshops Communications Parent –Teacher Conferences PTO, Parent Liaison Workshops	Yes	Sign in sheet Log of main office phone calls	An Increase of 5% parental involvement in school wide activities. Increased number of attendees at Parent Liaison's Parent Workshops Increased communication with parents through the notification system.
Math	Students with Disabilities	Back to School Night Parents' Night Workshops Communications Parent –Teacher Conferences PTO, Parent Liaison Workshops	Yes	Sign in sheet Log of main office phone calls	An Increase of 5% parental involvement in school wide activities. Increased number of attendees at Parent Liaison's Parent Workshops Increased communication with parents through the notification system.
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to School Night Parents' Night Workshops Communications Parent –Teacher Conferences	Yes	Sign in sheet Log of main office phone calls	An Increase of 5% parental involvement in school wide activities. Increased number of attendees at Parent Liaison's Parent Workshops Increased communication with parents through the notification system.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		PTO, Parent Liaison Workshops			
Math	ELLs	Back to School Night Parents' Night Workshops Communications Parent –Teacher Conferences PTO, Parent Liaison Workshops	Yes	Sign in sheet Log of main office phone calls	An Increase of 5% parental involvement in school wide activities. Increased number of attendees at Parent Liaison's Parent Workshops Increased communication with parents through the notification system.
ELA	Economically Disadvantaged	Back to School Night Parents' Night Workshops Communications Parent –Teacher Conferences PTO, Parent Liaison Workshops	Yes	Sign in sheet Log of main office phone calls	An Increase of 5% parental involvement in school wide activities. Increased number of attendees at Parent Liaison's Parent Workshops Increased communication with parents through the notification system.
Math	Economically Disadvantaged	Back to School Night Parents' Night Workshops Communications Parent –Teacher Conferences PTO, Parent Liaison Workshops	Yes	Sign in sheet Log of main office phone calls	An Increase of 5% parental involvement in school wide activities. Increased number of attendees at Parent Liaison's Parent Workshops Increased communication with parents through the notification system.



## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

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Principal's Name (Print)

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Principal's Signature

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Date

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DORA WIDA/ACCESS Study Island District 8 Week Assessments Benchmarks/Portfolios Report Card/Progress Reports	According to pre and post DORA tests , the following results have been achieved: 91 students tested- Reading Comprehension – 41.8 showed no gain 18.7 showed moderate gain 39.6 showed high gain
Academic Achievement - Writing	DORA WIDA/ACCESS Scantron Analysis Study Island District 8 Week Assessments Benchmarks/Portfolios Report Card/Progress Reports	2015 PARCC results have not been received.
Academic Achievement - Mathematics	DORA Study Island District 8 Week Assessments Benchmarks/Portfolios Report Card/Progress Reports	2015 PARCC results have not been received.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Family and Community Engagement	Parent Liaison Meetings, monthly parent workshops Parent/Teacher/School Conferences Back to School Night Parent's Night	<p>Monthly parent meetings were well attended and positively received. Many suggestions were received as to the topics they would like to see addressed.</p> <p>Communication is enhanced through our use of Black Board Connect, our monthly school calendars, written notifications and our school website. In addition, our Back-to-School Night, and Parent's Night are also well attended.</p> <p>These measures indicate that parents are active participants in their child's education, which research shows improves their academic performance.</p>
Professional Development	District Workshops In-School Technology Workshops i.e., smartboard, iPads, iBook Author Literacy Workshops Off-Site Workshops Collaborative Meetings – Turn key workshops	<p>Staff members indicated their approval of the workshops they attended by submitting positive evaluation summaries at the conclusion of each workshop. This year they received PARCC strategies, implementing effective literacy groups, iPad integration, Smartboard integration, conducting effective writing conferences and interpreting the DORA results.</p>
Leadership	District Face to Face Teacher Effectiveness Framework Principal Effectiveness Framework Administrative Retreat District Supervisors Deployed to Schools	<p>Once a year we meet with District Administration to discuss our goals and objectives. At this time we have the opportunity to address our needs and concerns for the school year.</p> <p>Also, senior district administration visit classrooms twice a year, debriefing our administration team on their findings and suggesting appropriate and necessary changes to instruction to achieve success.</p>
School Climate and Culture	Character Education Program 6 <sup>th</sup> Grade Buddies (6 <sup>th</sup> grade students paired with K & 1 <sup>st</sup> grade students) Lunch Time Clubs Book It School Wide Read Across America	<p>The 6<sup>th</sup> grade buddies and lunch time clubs resulted in better behavior.</p> <p>The newly formed 6<sup>th</sup> grade tutoring program allowed many more K &amp; 1<sup>st</sup> grade students receive some type of assistance.</p> <p>There was less detention as well as fewer lunchtime incidents.</p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Door Decorations School Wide Bully Free Contracts/Posters Three Screens Presentation	
School-Based Youth Services	School Social Worker's monthly report.	Our school social worker oversees several "clubs" focusing on character education and social skills. He also offers on-site family and student counseling. In addition he schedules appropriate school wide workshops.
Students with Disabilities	DORA, DOMA WIDA/ACCESS Study Island District 8 Week Assessments Benchmarks/Portfolios Report Card/Progress Reports Target Tutoring SES Extended Day Family Friendly	The continued use of the three tiered intervention program R.T.I., has helped to identify the students with the greatest needs. As a result our CST has experienced fewer evaluation requests
Homeless Students	N/A	N/A
Migrant Students	N/A	N/A
English Language Learners	DORA, DOMA WIDA/ACCESS Study Island District 8 Week Assessments Benchmarks/Portfolios Report Card/Progress Reports Target Tutoring	Proficiency levels increase according to WIDA Awaiting 2015 PARCC results.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	SES Extended Day Family Friendly SIOP Model	
Economically Disadvantaged	DORA, DOMA WIDA/ACCESS Study Island District 8 Week Assessments Benchmarks/Portfolios Report Card/Progress Reports Target Tutoring SES Extended Day Family Friendly SIOP Model	Awaiting 2015 PARCC results.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

### **2015-2016 Comprehensive Needs Assessment Process\***

#### ***Narrative***

**1. What process did the school use to conduct its Comprehensive Needs Assessment?**

The standardized test results, for the 2014-2015 school year, were reviewed to determine the needs of the students for the 2015-2016 school year. Data was analyzed to determine if improvement was made, especially for the subgroups. Additional data was collected and analyzed by teachers, CST, Support Service Task Force, and administrators. Regular meetings and conferences were held to review student academic progress through observations and classroom work. Other techniques used to collect and utilize data are: attendance, discipline, promotion, retention, instruction time, teacher qualifications, socialization, and at-risk behavior

**2. What process did the school use to collect and compile data for student subgroups?**

Individual scores are recorded and reviewed for each student within a specific subgroup, ie: Bilingual, Special Needs. The Administrative Team meets when the test results are available and throughout the summer. The team collects, organizes and analyzes student performance data for appropriate student placement. In addition to the analysis of the NJASK results, ACCESS tests, district benchmarks, exams and math assessments are also analyzed to obtain inclusive student information. This information is used to plan students' academic placements for the ensuing school year. Remedial programming is also planned for identified students. The school based support service task force provides additional information, which is used to assist with proper student placement.

**3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?**

Our test results are analyzed, subgroup data is separated from the general population to organize and rank students according to their deficiencies and needs. This enables us to provide students with the proper support and intervention. It also facilitates the planning of our extended day programs and the ordering of the appropriate materials.

**4. What did the data analysis reveal regarding classroom instruction?**

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

Analyzing our data indicated the need to continue scaffolding of instruction to ensure mastery of skills in our general education classes. We also need to continue implementing our ESL instructional strategies to further support our focus for limited English learners. Additional teachers need to be trained in the SIOP model to strengthen our ESL program. The need to continue reinforcing Reading strategies in our special needs classroom is also evident.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? There needs to be an increase in professional development to enhance and reinforce ESL instructional strategies provided for staff. Teaching reading to special needs students, including self-contained special needs teachers as well as inclusion resource teachers, needs to be provided. General education teachers need reinforcement on utilizing Literacy Centers effectively. Grade level meetings need to include mini-workshops on guided reading, strategies for incorporating literacy centers during the Reading block and

6. How does the school identify educationally at-risk students in a timely manner?

At-Risk students are identified throughout the school year through a process that begins with a Page One form completed by an instructional staff member who has determined the student is not making adequate academic progress for his/her grade level. Page One forms are also completed for behavioral and emotional needs that have been identified by staff. Page One forms are also completed on an emergency basis when a situation arises. Support Service Task Force meets weekly to review Page One forms and to monitor students who have been identified as At-Risk to determine the success of provided assistance.

Benchmark tests are administered every eight weeks to provide on-going monitoring of a student's progress. Our ELL students take the ACCESS test to provide more information regarding the student's language acquisition.

7. How does the school provide effective interventions to educationally at-risk students?

Our at-risk students are addressed via Page One forms to provide educational assistance and/or counseling. In addition, educationally at-risk students are provided with opportunities to participate in extended day programs that have a specialized curriculum to address their academic needs. We also provide our students with small group instruction and target tutoring to further support their deficiencies.

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

8. How does the school address the needs of migrant students?

Theodore Roosevelt does not have any migrant students.

9. How does the school address the needs of homeless students?

Theodore Roosevelt does not have any homeless students.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are given academic assessment results and ACCESS. Spreadsheets are developed by staff to demonstrate progress of students. During weekly collaborative meetings a needs assessment is developed. Teachers utilize this assessment in developing instructional groupings and strategies to provide each student with a program to address his/her needs. These results also determine support services, extended day participation as selected by teacher recommendation. It also provides administration with insight as to what professional development might be necessary.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Union City provides assistance in the form of Master teachers to support the community providers and Roosevelt's pre-school with the implementation of the Union City's Early Childhood curriculum. Throughout the year our pre-school staff is provided with professional development workshops and attend bi-monthly collaborative grade level meetings. To provide a seamless transition each spring Roosevelt School's administrative team and Kindergarten teachers visit their future students at their Pre-K providers in order to ease the student's anxiety about moving to a new school. Finally, state mandated ELIAS and EISA profile sheets provide a snapshot of the incoming Kindergarten students. Also, this past year, articulation meetings were held for the middle schools and their elementary sending schools. It provided staff with an opportunity to discuss the students, as well as their academic achievements.



## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

All data is reviewed by the stakeholders: standardized test scores, support service documentation, teacher input, parent input. This information is reviewed to determine the school needs as a whole as well as subgroup needs.

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts Literacy and Reading	Mathematics
Describe the priority problem using at least two data sources	Total Population, Hispanic and Economically Disadvantaged students need to increase their passing percentiles as indicated on DORA and ACCESS assessments.	Increase percentages for all subgroups in math, with a concentration on our LEP and Special Needs population.
Describe the root causes of the problem	Limited language acquisition and transient population impacts progress of academic achievement. Special needs students are not on reading level with the state test.	Limited language acquisition and transient population impacts progress of academic achievement.
Subgroups or populations addressed	Total population, Hispanic and Economically disadvantaged students need increase their percentage by 5%. All subgroups need to show improvement.	Increased percentages for all subgroups.
Related content area missed (i.e., ELA, Mathematics)	Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	Increased use of Differentiated Instruction during the Reading block. Any scientifically based instruction prescribed in the Union City Humanities Curriculum will be utilized. DORA used to determine student's Reading ability.	Study Island
How does the intervention align with the Common Core State Standards?	The strategy aligned with the common core standards to build rigor and utilize the common core to promote optimum student achievement.	The strategy aligned with the common core standards to build rigor and utilize the common core to promote optimum student achievement.

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Closing the achievement gap	
Describe the priority problem using at least two data sources	Total Population, Hispanic and Economically Disadvantaged students need to increase percentiles by 5% .	
Describe the root causes of the problem	Limited language acquisition and transient population impacts progress of academic achievement. Special needs students are not on reading level with the state test.	
Subgroups or populations addressed	Limited language acquisition and transient population impacts progress of academic achievement. Special needs students are not on reading level with the state test.	
Related content area missed (i.e., ELA, Mathematics)	Language Arts	
Name of scientifically research based intervention to address priority problems	Study Island, DORA	
How does the intervention align with the Common Core State Standards?	The strategy aligned with the common core standards to build rigor and utilize the common core to promote optimum student achievement.	

## SCHOOLWIDE COMPONENT: Reform Strategies

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	SES, Literacy Coaching, Lunch Time Tutoring	Administrative Team Literacy Coach/ Teachers	Increased student academic achievement on district assessments, benchmarks, End of Unit Tests	<p><i>Improving Reading Comprehension in Kdg-3<sup>rd</sup> Gr.</i> September 2010 Contributing Authors: Timothy Shanahan (Chair) University of Illinois at Chicago</p> <p><i>Teaching Reading Comprehension Strategies and Selecting Appropriate Text</i>  <a href="http://dww.ed.gov">http://dww.ed.gov</a></p> <p><i>Teaching What Matters Most: Standards and Strategies for Raising Student Achievement</i> ASCD 2001</p> <p><i>Reading for Meaning: Key Findings from the IES Practice Guide</i>            Timothy Shanahan, Ph.D.            University of Illinois at Chicago</p>
Math	Students with Disabilities	SES, Math Coaching, Lunch Time Math Club	Administrative Team Math Coach/Teachers	Increased student academic achievement on district assessments, benchmarks, End of Unit Tests	<p><i>Improving Mathematical Problem Solving in Grades 4 – 8</i>  <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/mps_pg_052212.pdf#page=23">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/mps_pg_052212.pdf#page=23</a></p> <p><i>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</i></p>
ELA	Homeless	N/A	N/A	N/A	N/A

## SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	SES, Literacy Coaching, Lunch Time Tutoring	Administrative Team Literacy Coach/ Teachers	Increased student academic achievement on district assessments, benchmarks, End of Unit Tests	<a href="http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_VIP_101906.pdf">http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_VIP_101906.pdf</a>  October 30, 2006  Vocabulary Improvement Program for English Language Learners and Their Classmates  <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades</i>  <a href="http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=6">http://ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=6</a>  Teaching Academic Content and Literacy to English Learners in Elementary and Middle School <i>Practice Guide</i> , April 2014  Sheltered Instruction Observation Protocol ( English Language Learners) SIOP Intervention Report February 2013
Math	ELLs	SES, Literacy Coaching, Math Coaching, Lunch Time Tutoring	Administrative Team Literacy Coach/ Math Coach/Teachers	Increased student academic achievement on district assessments,	Sheltered Instruction Observation Protocol ( English Language Learners) SIOP Intervention Report February 2013  <b>Practical Guidelines for the Education of English Language Learners</b>  <b>RESEARCH-BASED RECOMMENDATIONS FOR INSTRUCTION AND ACADEMIC</b>

## SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				benchmarks, End of Unit Tests	<b>INTERVENTIONS</b>  David J. Francis, Mabel Rivera Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics University of Houston  Nonie Lesaux, Michael Kieffer Harvard Graduate School of Education  Hector Rivera Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics University of Houston  Bielenberg, B. & Wong Fillmore, L. (2004/2005). The English they need for the test. Educational Leadership, 45-49.  Carpenter, T. P., & Moser, J. M. (1984). The acquisition of addition and subtraction concepts in grades one through three. Journal for Research in Mathematics Education, 15(3), 179-202.
ELA	Economically Disadvantaged	SES, Literacy Coaching, Lunch Time Tutoring	Administrative Team Literacy Coach/ Teachers	Increased student academic achievement on district assessments, benchmarks, End of Unit Tests	David J. Francis, Mabel Rivera Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics University of Houston  Nonie Lesaux, Michael Kieffer Harvard Graduate School of Education  Hector Rivera Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics University of Houston  Bielenberg, B. & Wong Fillmore, L. (2004/2005). The English they need

## SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>for the test. Educational Leadership, 45-49.</p> <p>Carpenter, T. P., &amp; Moser, J. M. (1984). The acquisition of addition and subtraction concepts in grades one through three. Journal for Research in Mathematics Education, 15(3), 179-202.</p>
Math	Economically Disadvantaged	SES, Math Coaching, Lunch Time Tutoring	Administrative Team Math Coach/Teachers	Increased student academic achievement on district assessments, benchmarks, End of Unit Tests	<p>David J. Francis, Mabel Rivera Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics University of Houston</p> <p>Nonie Lesaux, Michael Kieffer Harvard Graduate School of Education</p> <p>Hector Rivera Center on Instruction English Language Learners Strand Texas Institute for Measurement, Evaluation, and Statistics University of Houston</p> <p>Bielenberg, B. &amp; Wong Fillmore, L. (2004/2005). The English they need for the test. Educational Leadership, 45-49.</p> <p>Carpenter, T. P., &amp; Moser, J. M. (1984). The acquisition of addition and subtraction concepts in grades one through three. Journal for Research in Mathematics Education, 15(3), 179-202.</p>

*\*Use an asterisk to denote new programs.*



## SCHOOLWIDE COMPONENT: Reform Strategies

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	SES, Family Friendly, Extended Day Intervention	Administrative Team, Bilingual At Risk Leader, Supervisors, Coaches	District Assessment Improved classroom test scores Increased percentile in DORA score Improved Report Card Grades	<u>The efficacy of repeated reading and wide reading practice for high school students with severe reading disabilities.</u> <i>Learning Disabilities Research and Practice, 25(1), 2-10</i> Wexler, J., Vaughn, S., Roberts, G., & Denton, C.A. (2010).  <i>Teaching Students with Learning Disabilities: A Paraphrasing strategy to increase comprehension of main ideas. Rural Special Education Quarterly, 10(2), 2-10</i> Ellis, E.S. & Graves, A.W. (1990)
Math	Students with Disabilities	SES, Family Friendly, Extended Day Intervention	Administrative Team, Bilingual At Risk Leader, Supervisors, Coaches	District Assessment Improved classroom test scores Increased percentile in DORA score Improved Report Card Grades	<u>The efficacy of repeated reading and wide reading practice for high school students with severe reading disabilities.</u> <i>Learning Disabilities Research and Practice, 25(1), 2-10</i> Wexler, J., Vaughn, S., Roberts, G., & Denton, C.A. (2010).  <i>Teaching Students with Learning Disabilities: A Paraphrasing strategy to increase comprehension of main ideas. Rural Special Education Quarterly, 10(2), 2-10</i> Ellis, E.S. & Graves, A.W. (1990)

## SCHOOLWIDE COMPONENT: Reform Strategies

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	SES, Family Friendly, Extended Day Intervention	Administrative Team, Bilingual At Risk Leader, Supervisors, Coaches	District Assessment Improved classroom test scores Increased percentile in DORA score Improved Report Card Grades	<i>Teaching Students with Learning Disabilities: A Paraphrasing strategy to increase comprehension of main ideas. Rural Special Education Quarterly, 10(2), 2-10</i> Ellis, E.S. & Graves, A.W. (1990)
Math	ELLs	SES, Family Friendly, Extended Day Intervention	Administrative Team, Bilingual At Risk Leader, Supervisors, Coaches	District Assessment Improved classroom test scores Increased percentile in DORA score Improved Report Card Grades	<u>Staying on Track: Testing Higher Achievement's Long-Term Impact On Academic Outcomes and High School Choice.</u> U.S. Dept. of Education, Institute of Education Sciences, WWC (April, 2014)  <u>Outcomes Linked to High Quality Afterschool Programs</u> , WWC, May 2008 <u>Structuring Out of School Time to Improve Academic Achievement</u> , IES, July 2009

## SCHOOLWIDE COMPONENT: Reform Strategies

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	SES, Family Friendly, Extended Day Intervention	Administrative Team, Bilingual At Risk Leader, Supervisors, Coaches	District Assessment Improved classroom test scores Increased percentile in DORA score Improved Report Card Grades	<u>Staying on Track: Testing Higher Achievement's Long-Term Impact On Academic Outcomes and High School Choice.</u> U.S. Dept. of Education, Institute of Education Sciences, WWC (April, 2014)  <u>Outcomes Linked to High Quality Afterschool Programs, WWC, May 2008</u> <u>Structuring Out of School Time to Improve Academic Achievement, IES, July 2009</u>
Math	Economically Disadvantaged	SES, Family Friendly, Extended Day Intervention	Administrative Team, Bilingual At Risk Leader, Supervisors, Coaches	District Assessment Improved classroom test scores Increased percentile in DORA score Improved Report Card Grades	<u>Staying on Track: Testing Higher Achievement's Long-Term Impact On Academic Outcomes and High School Choice.</u> U.S. Dept. of Education, Institute of Education Sciences, WWC (April, 2014)  <u>Outcomes Linked to High Quality Afterschool Programs, WWC, May 2008</u> <u>Structuring Out of School Time to Improve Academic Achievement, IES, July 2009</u>

## SCHOOLWIDE COMPONENT: Reform Strategies

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A

***\*Use an asterisk to denote new programs.***

## SCHOOLWIDE COMPONENT: Reform Strategies

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Smartboard Common Core Standards NJCU Common Core Academy	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	<a href="http://www.corestandards.org/the-standards/english-language-arts-standards/">http://www.corestandards.org/the-standards/english-language-arts-standards/</a>
Math	Students with Disabilities	Smartboard Common Core NJCU Common Core Academy	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	Electronic Education Report, 10/19/2007, Vol 14 Issue 20, p6-6, 2/3p
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Smartboard Common Core NJCU Common Core Academy	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	<a href="http://www.corestandards.org/the-standards/english-language-arts-standards/">http://www.corestandards.org/the-standards/english-language-arts-standards/</a>
Math	ELLs	Smartboard Common Core NJCU Common Core Academy	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	<a href="http://www.corestandards.org/the-standards/english-language-arts-standards/">http://www.corestandards.org/the-standards/english-language-arts-standards/</a>

## SCHOOLWIDE COMPONENT: Reform Strategies

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Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Smartboard Common Core NJCU Common Core Academy	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	<a href="http://www.corestandards.org/the-standards/english-language-arts-standards/">http://www.corestandards.org/the-standards/english-language-arts-standards/</a>
Math	Economically Disadvantaged	Smartboard Common Core NJCU Common Core Academy	Principal	Attendance and Implementation of Newly learned Strategies Workshop Evaluations	<a href="http://www.corestandards.org/the-standards/english-language-arts-standards/">http://www.corestandards.org/the-standards/english-language-arts-standards/</a>

***\*Use an asterisk to denote new programs.***

## SCHOOLWIDE COMPONENT: Reform Strategies

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The school's SCiP, School Improvement Panel, school Principal Martha O'Connell and District Supervisor, Lucy Soovajian, will conduct the internal and external evaluation.

2. What barriers or challenges does the school anticipate during the implementation process?

The challenges we anticipate during the implementation process will be the large size of the instructional staff (#). Given this number, it is often difficult to coordinate meeting times, and reach a consensus on how each initiative could be most efficiently and effectively be executed.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The school will attempt to obtain necessary buy-in from all stakeholders for program implementation by: 1) making a concerted effort to establish an atmosphere of cooperation and respect whereby all stakeholders openly voice opinions; 2) maintaining transparency through open discussion; 3) anticipating obstacles that could potentially surface during the implementation process. These measures will serve to create a school climate focused on collegiality and problem-solving.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

## SCHOOLWIDE COMPONENT: Reform Strategies

The measurement tool that will be used to gauge the perceptions of the staff will be evaluations of professional development offerings and staff attendance.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The measurement tool that will be used to gauge the perceptions of the community will be evaluations of professional development offerings, and community participation in school wide events, parent liaison workshops.

6. How will the school structure interventions?

The school will implement the Response to Intervention Method (RTI) to guide interventions and provide data to support student achievement.

7. How frequently will students receive instructional interventions?

Students will receive interventions based upon daily on-going assessments (formative and summative) completed by the content area teachers and participation in NJDOE Pilot edConnect (IIs).

8. What resources/technologies will the school use to support the schoolwide program?

The resources that will be utilized will consist of the DORA, DOMA, 8 week District Assessments, Benchmarks, ACCESS Testing, PARCC Assessment, Study Island, Worldbook Online, NJDOE Pilot edConnect (IIs), United Streaming, Electronic Field Trips, Discovery Education.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Student report cards and progress reports will measure the effectiveness of the intervention, along with teacher made assessments, district wide assessments and state assessments and results from NJDOE Pilot edConnect (IIs).

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?



## **SCHOOLWIDE COMPONENT: Reform Strategies**

Administrators will hold faculty meetings, host parent informative sessions, and produce newsletters informing the stakeholders about the results of the program.

**SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Parent Teacher Organization, Monthly School Calendar, School Website, Class Dojo, Blackboard Connect, Back to School Night, Parent's Night	Administrative Team, PTO President, Parent Liaison, Classroom teacher	Parental involvement in school-wide events will increase by 5 percent. Increase of successful deliveries through Blackboard Connect Increased parental attendance to monthly workshops by 10%.	Common Core – What Parents Need to Know- Education Northwest, March 2011 Agronick, G., Clark, A., O'Donnell, L., Steve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational Laboratory Northeast & Islands, Retrieved from ERIC database
Math	Students with Disabilities	Parent Teacher Organization, Monthly School Calendar, School Website, Class Dojo, Blackboard Connect, Back to School Night, Parent's Night	Administrative Team, PTO President, Parent Liaison, Classroom teacher	Parental involvement in school-wide events will increase by 5 percent. Increase of successful deliveries through Blackboard Connect Increased parental attendance to monthly workshops by 10%.	Common Core – What Parents Need to Know- Education Northwest, March 2011 Agronick, G., Clark, A., O'Donnell, L., Steve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational Laboratory Northeast & Islands, Retrieved from ERIC database
ELA	Homeless	N/A	N/A	N/A	N/A
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Parent Teacher Organization, Monthly School Calendar, School Website, Class Dojo, Blackboard Connect, Back to School Night, Parent's Night	Administrative Team, PTO President, Parent Liaison, Classroom teacher and Bilingual At Risk Leader	Parental involvement in school-wide events will increase by 5 percent. Increase of successful deliveries through Blackboard Connect Increased parental attendance to monthly workshops by 10%.	Common Core – What Parents Need to Know- Education Northwest, March 2011 Agronick, G., Clark, A., O'Donnell, L., Steve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational Laboratory Northeast & Islands, Retrieved from ERIC database
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ELA	Economically Disadvantaged	Parent Teacher Organization, Monthly School Calendar, School Website, Class Dojo, Blackboard Connect, Back to School Night, Parent's Night	Administrative Team, PTO President, Parent Liaison, Classroom teacher	Parental involvement in school-wide events will increase by 5 percent. Increase of successful deliveries through Blackboard Connect Increased parental attendance to monthly workshops by 10%.	Common Core – What Parents Need to Know- Education Northwest, March 2011 Agronick, G., Clark, A., O'Donnell, L., Steve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational Laboratory Northeast & Islands, Retrieved from ERIC

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					database
Math	Economically Disadvantaged	Parent Teacher Organization, Monthly School Calendar, School Website, Class Dojo, Blackboard Connect, Back to School Night, Parent's Night	Administrative Team, PTO President, Parent Liaison, Classroom teacher	Parental involvement in school-wide events will increase by 5 percent. Increase of successful deliveries through Blackboard Connect Increased parental attendance to monthly workshops by 10%.	Common Core – What Parents Need to Know- Education Northwest, March 2011 Agronick, G., Clark, A., O'Donnell, L., Steve, A., & Regional Educational Laboratory Northeast & Islands, (. (2009). Parent Involvement Strategies in Urban Middle and High Schools in the Northeast and Islands Region. Issues & Answers. REL 2009-No. 069. Regional Educational Laboratory Northeast & Islands, Retrieved from ERIC database

*\*Use an asterisk to denote new programs.*

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Research shows that children of parents who are involved in their education have a greater chance of meeting their goals; therefore our school provides many opportunities that promote parental involvement (see chart above). We are very fortunate to have an active P.T.O., that sponsors many activities to involve parents. On the district level parents are provided classes at the Adult Learning Center to learn English, Computer Skills and complete courses to earn their GED. There is also a Health Care, Library and Cultural Center open to serve and inform parents at Jose Marti Community School.

2. How will the school engage parents in the development of the written parent involvement policy?

Communication and input from parents is solicited through the School Improvement Panel. All policy making is developed at the district level. Our Parent Liaison also involves parents in the development of the plan through her monthly workshops.

3. How will the school distribute its written parent involvement policy?

The parent involvement policy is available on the district website.

Also, the district-parent compact is distributed to new entrants and their parents sign for it upon registration; the contents of this compact are regularly discussed at meetings throughout the school year.

4. How will the school engage parents in the development of the school-parent compact?

The compact is developed at the district level and reviewed by the SIP at the school level.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents are given the compact when enrolling their child at Central Registration. They are asked to review it and return it signed to their child's school. It is filed in students cum folder. Compacts are also distributed at Back-to-School Night.

6. How will the school report its student achievement data to families and the community?

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

Data is disseminated to parents and the public via our yearly published New Jersey School Report Card. This report includes demographic information, as well as, performance measures on an annual basis to inform parents of the school's progress. In addition, a narrative is included highlighting the previous year's accomplishments.

- 7.** How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Parents receive a letter from the Superintendent of Schools stating the above in accordance with NCLB guidelines.

- 8.** How will the school inform families and the community of the school's disaggregated assessment results?

Parents are provided with district and individual school test results during Back to School Night and also again on Parent's Night. Principals and teachers provide parents with AMO Results. Parents also receive a copy of the District School Report Card.

- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Components of the Title I Schoolwide Plan are discussed with parents during "Back to School Night". During this time, the Parent Liaison works closely with the School Administration and the School Improvement Panel to involve parents in the execution of the various aspects of this plan.

- 10.** How will the school inform families about the academic achievement of their child/children?

PARCC home reports outlining individual student achievement

ACCESS for ELLs parent report for our ELL students

DORA/DOMA results and home reports outlining individual student achievement.

- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

Parent Involvement funds will be used to provide a full-time parent liaison, the services of consultants, and the purchase of materials for parent workshops. Additionally funds were utilized to purchase library books and parent literature.

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

*\*Provide a separate response for each question.*



## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	<ul style="list-style-type: none"> <li>New Teacher Orientation - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher</li> <li>New Teacher Mentorship Program - Required to ensure all new staff understands state and district program requirements, mandates, policies and procedures. The criteria are designed to ensure that all educators are designated as highly qualified and are effective teachers. Ongoing professional development and support for teachers, which is aligned to the NJ Core Curriculum standards and the NJ Professional Standard for Teacher, as well as continuous school improvement and high student achievement. <ul style="list-style-type: none"> <li>Professional Development District &amp; School- Ongoing professional development to build capacity in effective educational pedagogy aligned to the NJ Core Curriculum Content Standards, The Professional Standard for Teacher, and focused on academic rigor and student achievement.</li> </ul> </li> <li>Hiring, Retaining, Recruiting - Function of Human Resources. All</li> </ul>

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
		<p>recruiting is conducted by the district's human resource department through various means such as colleges recruiting, newspaper advertisements, the district web site, personal and professional recommendations are all methods used to recruit highly qualified staff.</p> <p>Incentives for retention of HQT are secure through college credits, professional development hours, tuition reimbursements, and stipends</p>
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	District and school workshops addressing targeted needs of paraprofessionals
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
If needed, the following strategies will be used to attract highly qualified teachers to work in a high poverty school: 1. monetary incentive 2. Teacher mentoring/induction program 3. Ongoing content-based professional development would be continuously available for all teachers and principals.	Principal